

Teaching for Success

Teaching for All - Applying Inclusive Practices

Unlocking language learning potential in all our learners

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Inclusive practices and special educational needs IATEFL Special Interest Group



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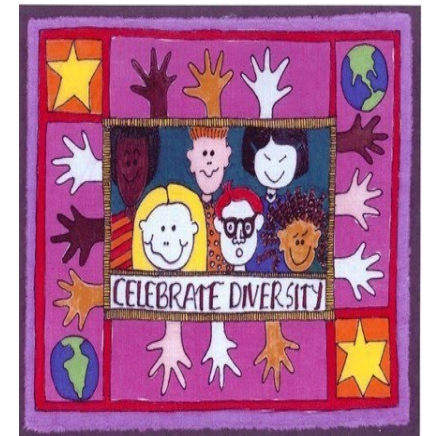
[IP & SEN on twitter](https://twitter.com/search?q=IATEFL%20IP%20%26SEN&src=typd)

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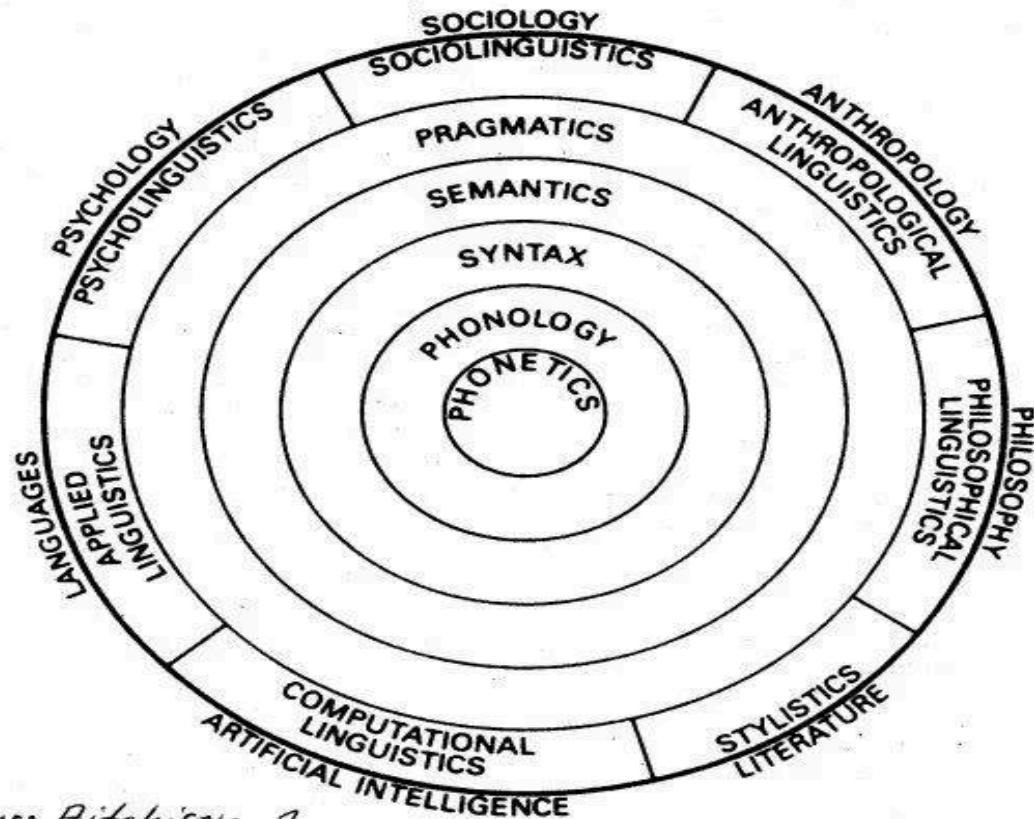
<http://ipsen.iatefl.org/>

Four pillars of reality we are all faced with in schools Working with our SEN 'bag of tricks'

- Everyone has the right to education
- Everyone has the possibility to make progress
- We all need to inspire learners to work with **their** 'bag of tricks' - teachers, parents/carers, support professionals
- All teachers and schools can promote **more** inclusive teaching and learning



What do we mean by language?



What's involved in communication skills?

Making friends

Reason and learn

Understand and explain the world

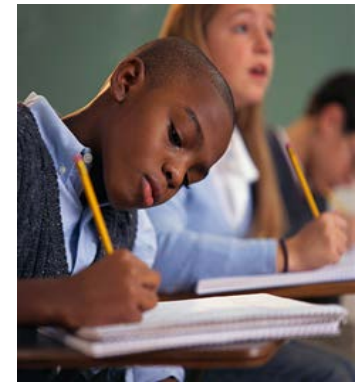
Sense of self and belonging

Share ideas and feelings

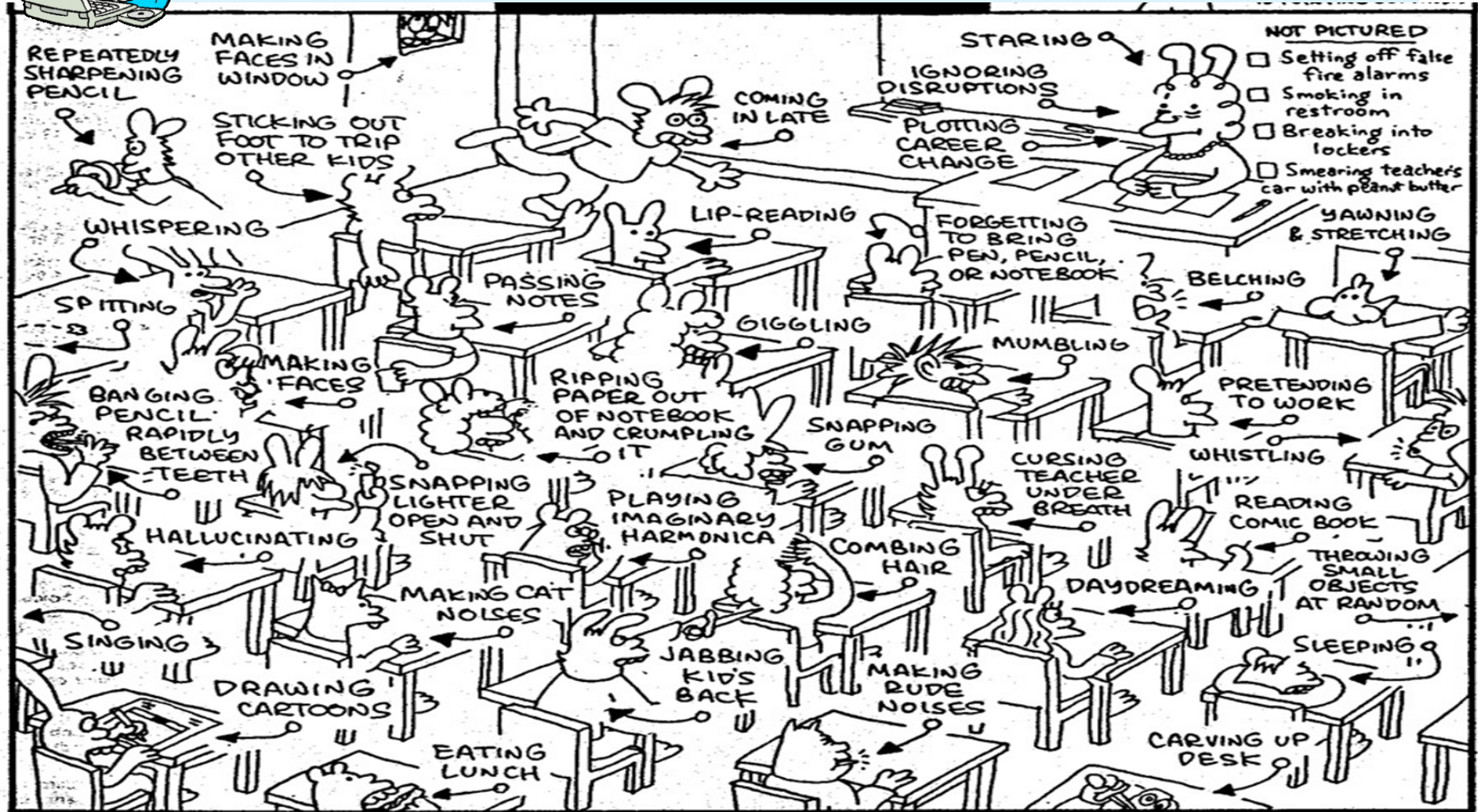


Supporting quality teaching and learning

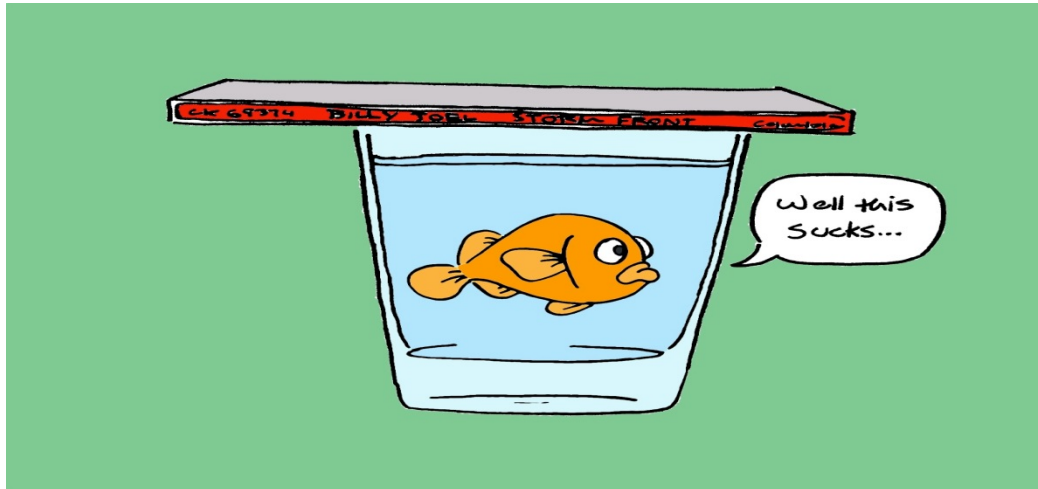
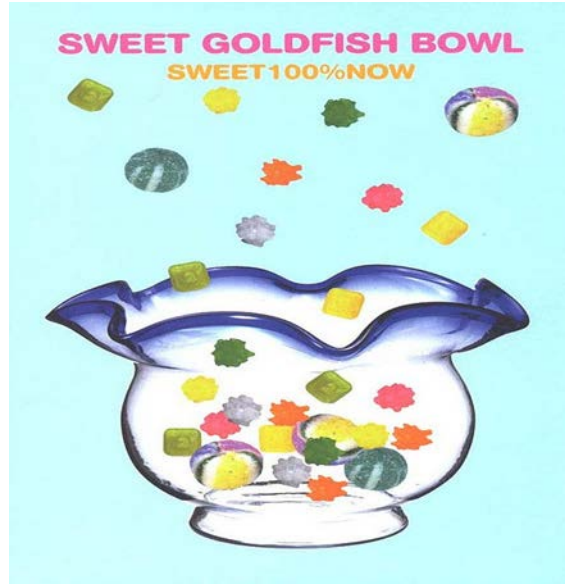
- ❖ **Cognition and Learning**
- ❖ **Behavioural, Emotional and Social Development (SEMH)**
- ❖ **Communication and Interaction**
- ❖ **Sensory and/or Physical**
- ❖ **Intersectional Societal Exclusion Factors**



What is going on in this classroom? What is not happening?



Classrooms – a great fit for some **BUT** alien planet for others



Rhetoric of inclusion.....practice of exclusion



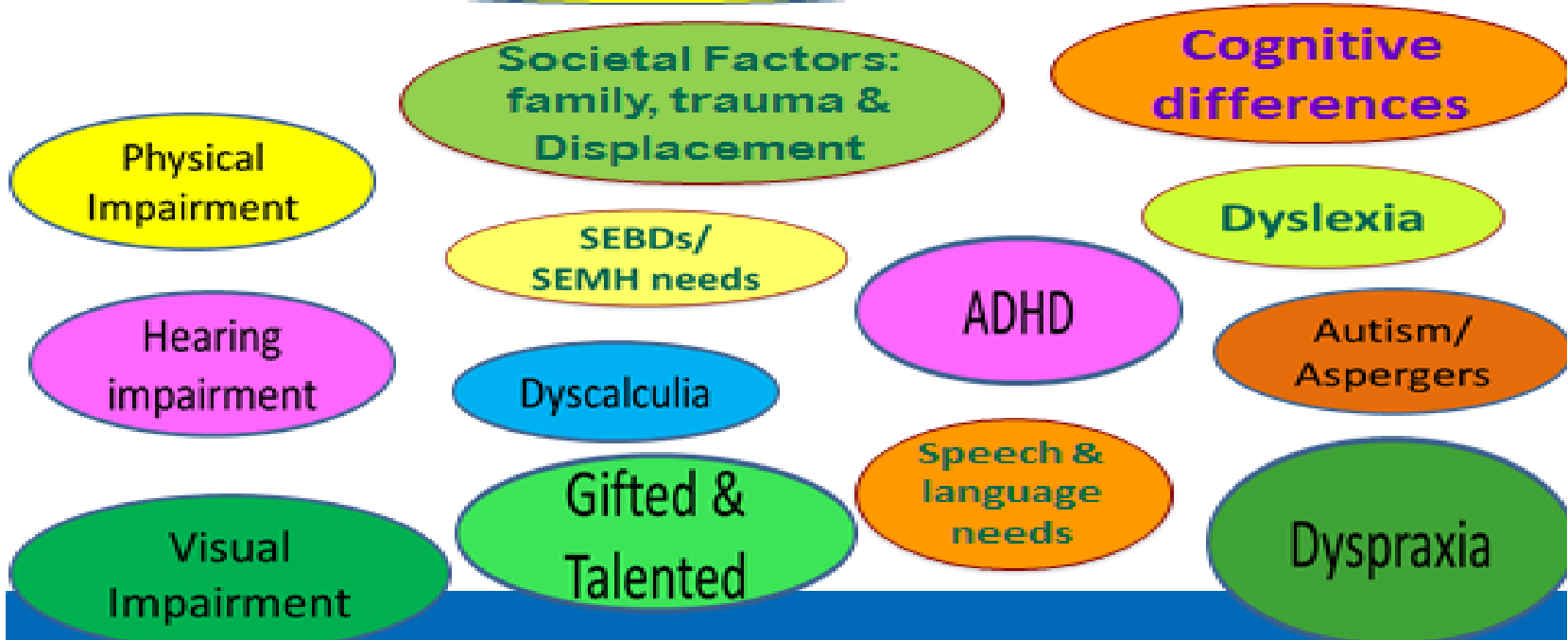
From special educational needs to inclusive practices



Our special educational needs labels



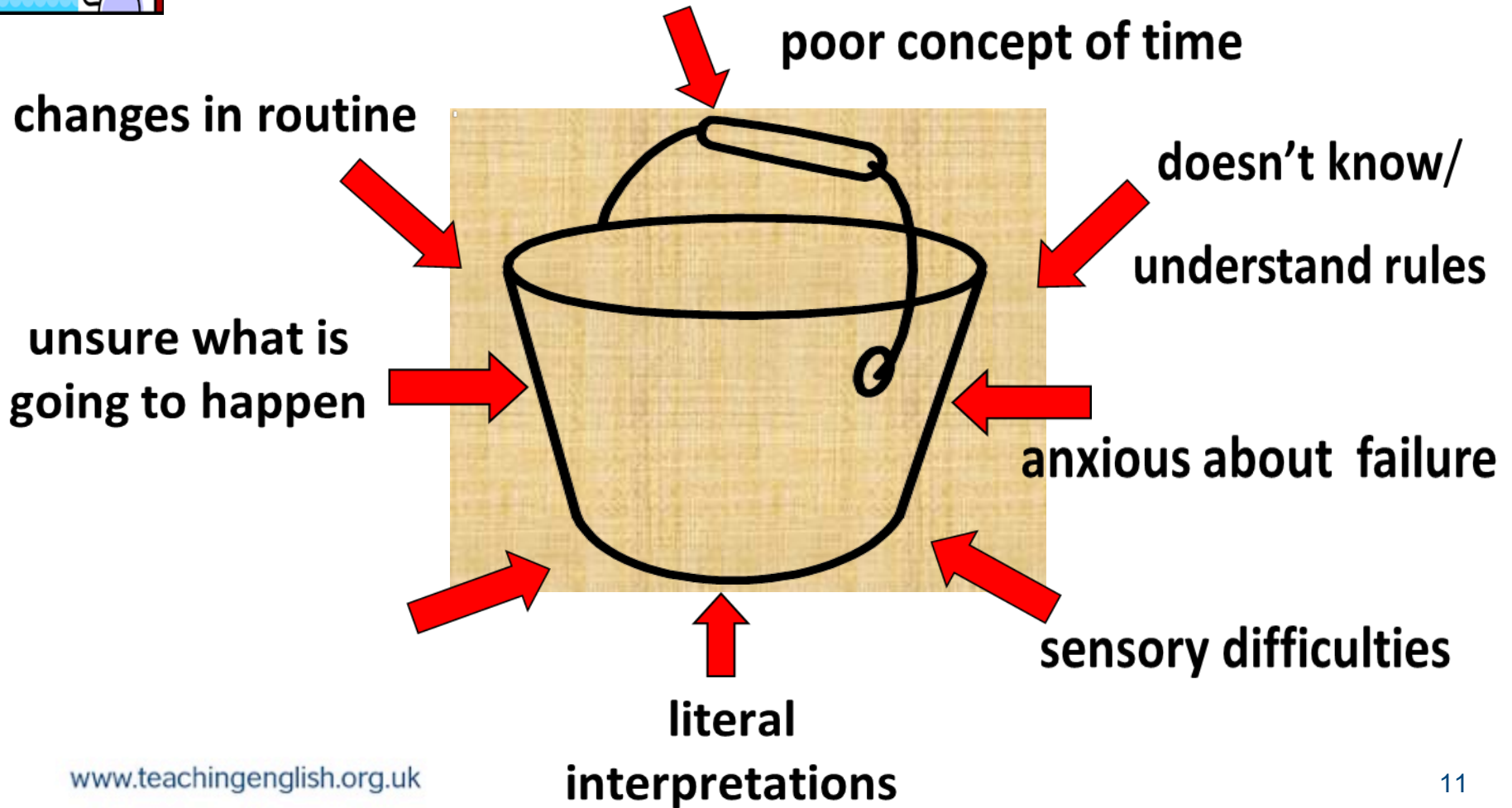
Special Educational Needs
Access and Engagement =
effective learning





A bucket full of challenges

Behaviour is communication



Metaphorical and literal expressions

**Has the cat got your tongue?
You're a little ray of sunshine**

**Do you get butterflies in your stomach before
taking a test?**

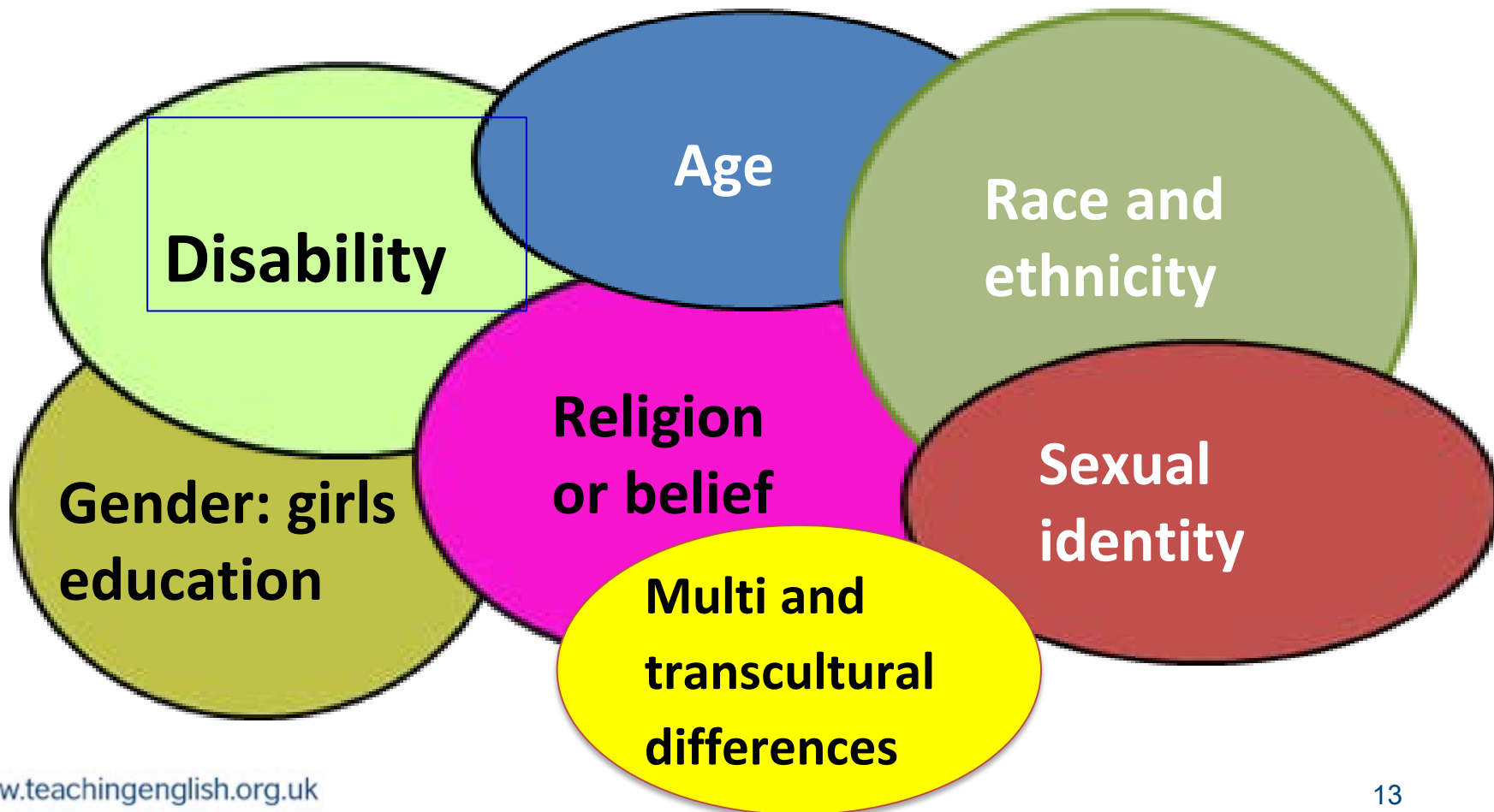
I can't make head or tail of what you are saying

**You need to pull your socks up this term
She was only pulling your leg**

**I'm going to keep an eye on you today
It went in one ear and out the other
Now please stand and toast the bride and groom**



Intersectional Diversity: Co-occurring learning needs, challenges and strengths.



Inclusion and intersectionality



"It shouldn't hurt to be a child."



www.teachingenglish.org



SpLD's – learning difficulties/differences

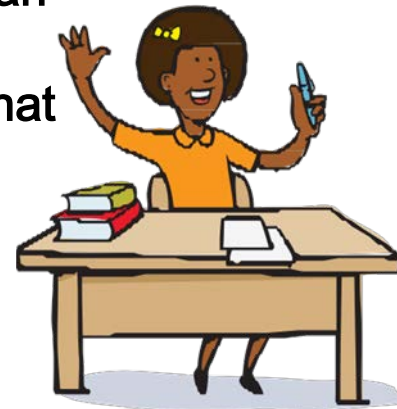
Problem in the individual or the system?



The more you know about your learners the more you can understand their learning needs



Start from the positive contributions that all learners can make and then noticing and understanding any difficulties that need to be worked on.

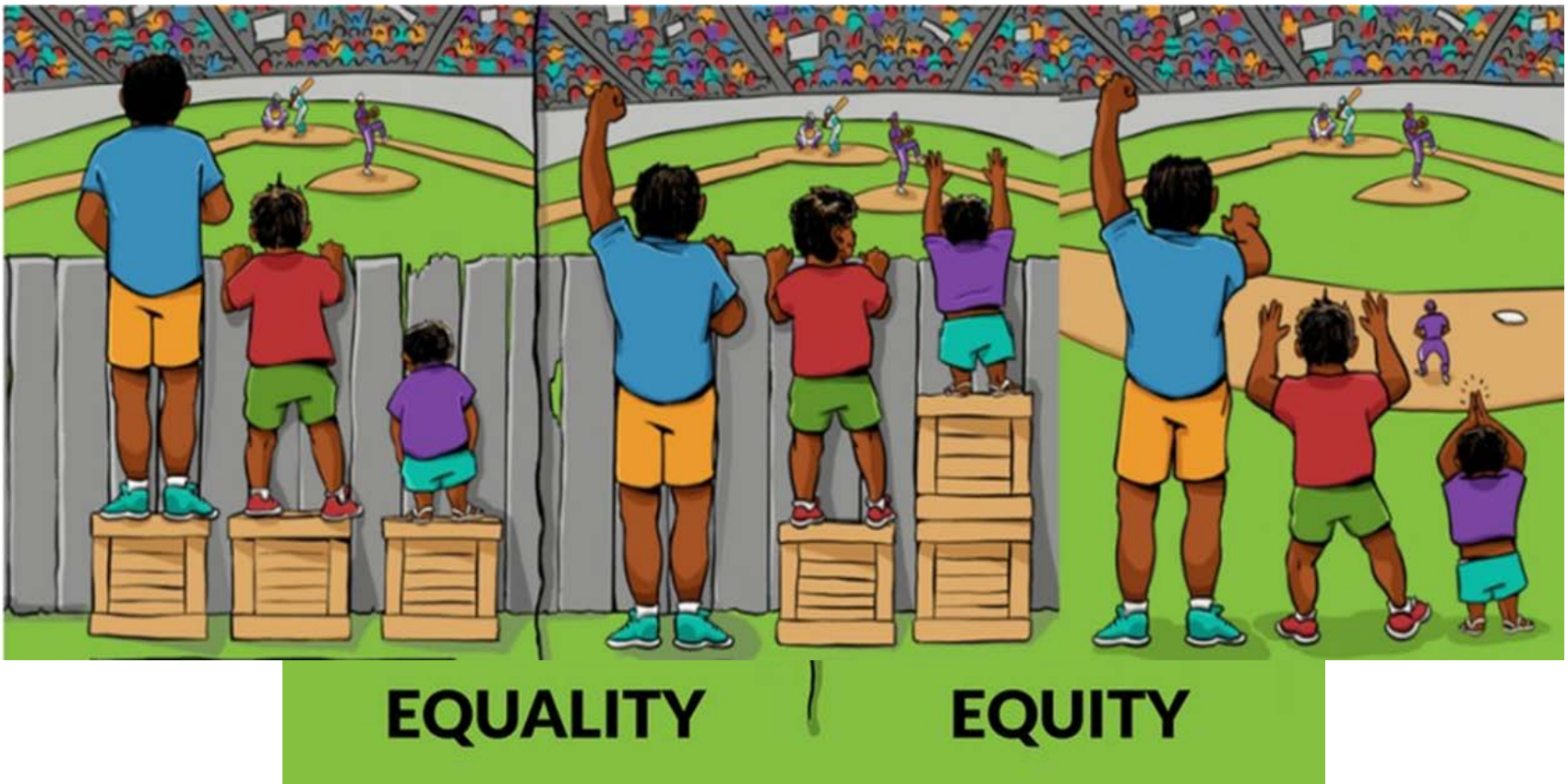


Diagnosis of special educational needs (SENs) can be useful but is for clinical professionals to make – not teachers

An over focus on a diagnosis identifies individuals as 'the problem' to be 'fixed'. It's the system that needs fixing – not the learners.

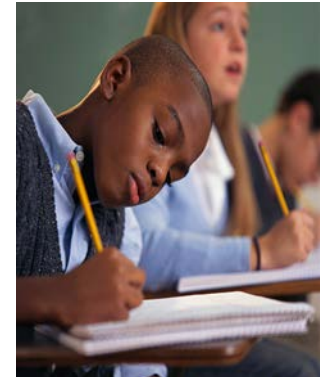


Social model – removing barriers

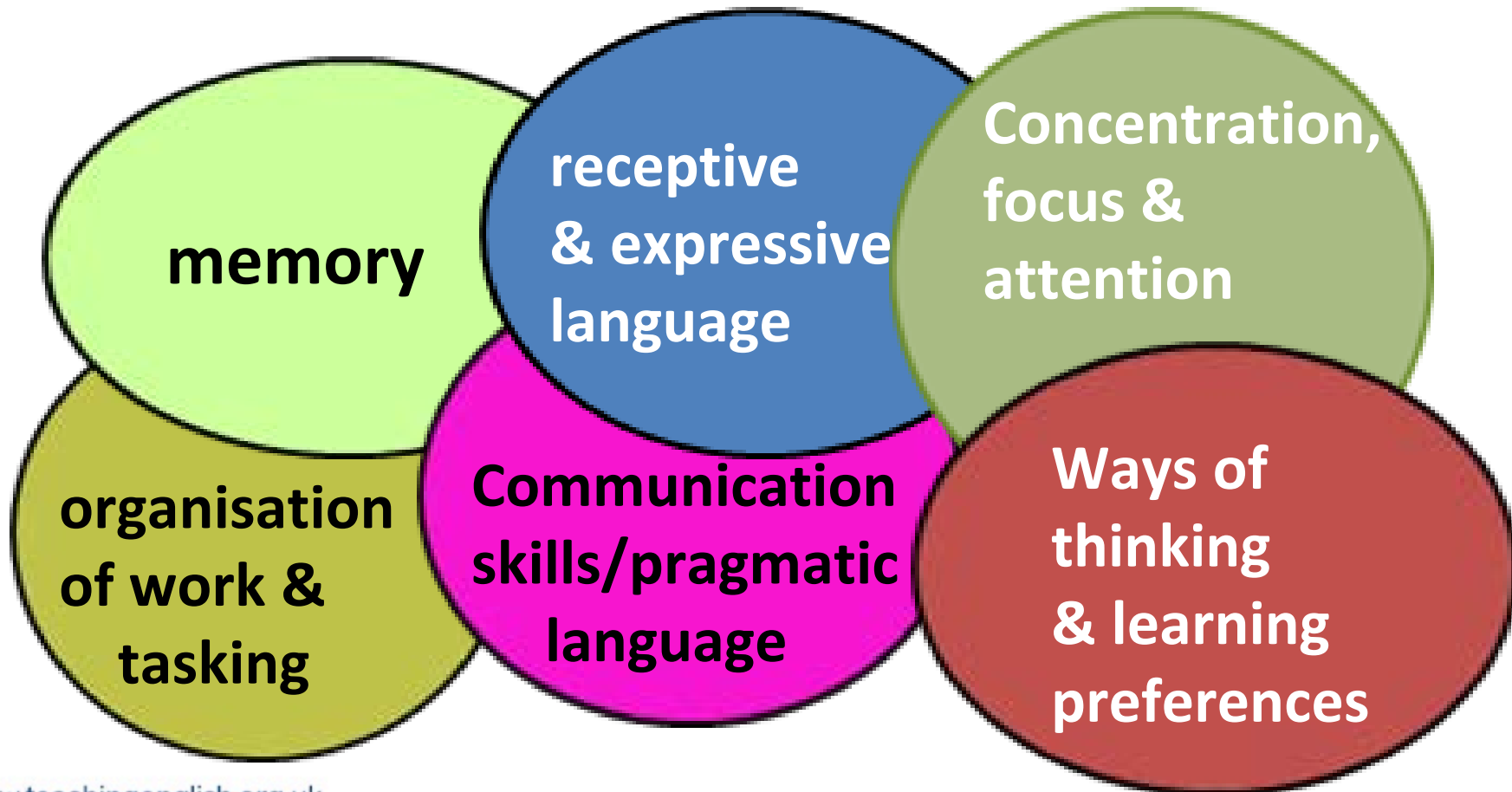


What teachers can notice?: learning needs.... What is working well?

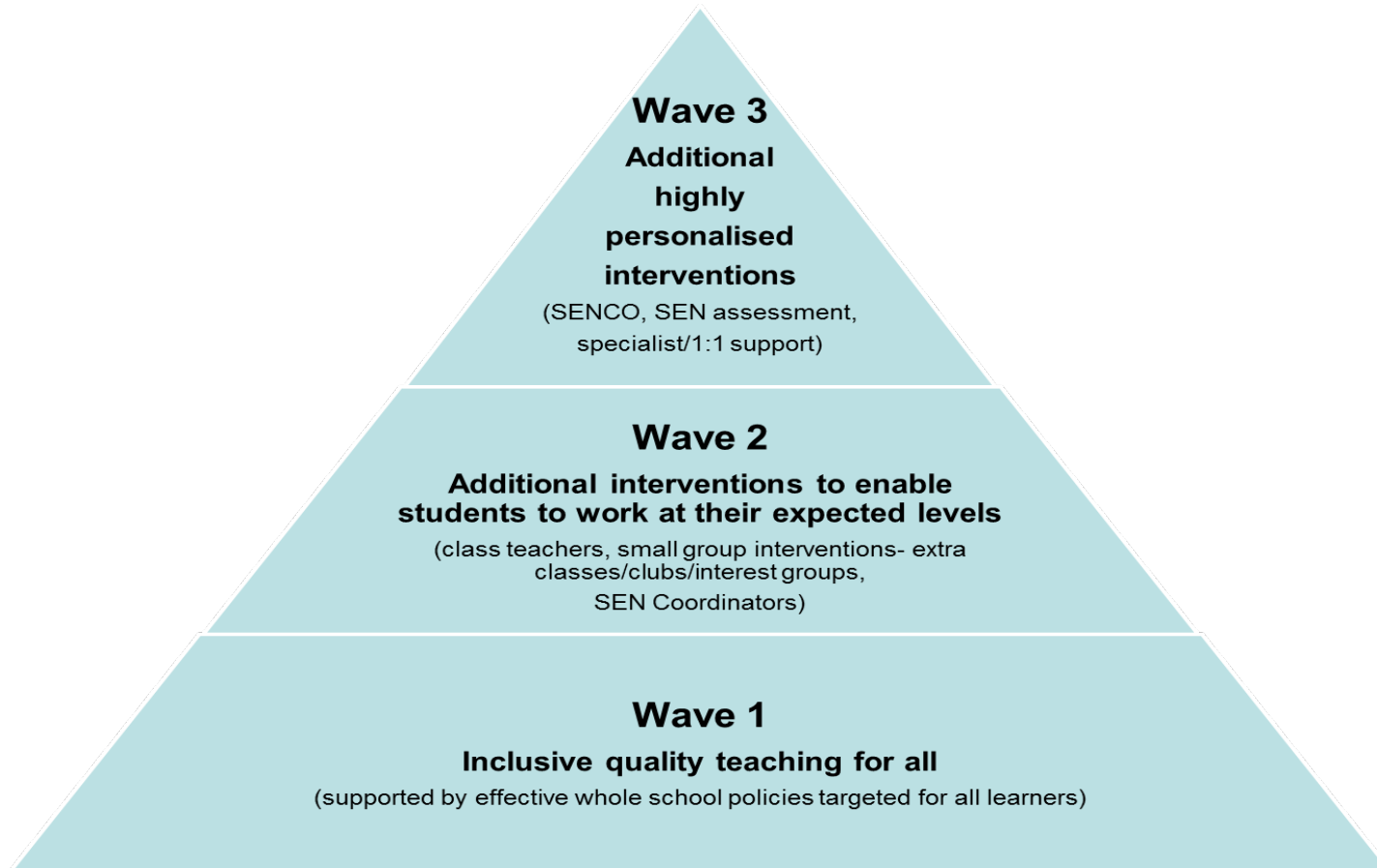
- ✚ What is the learner doing particularly well?
- ✚ How is s/he doing it?
- ✚ Does s/he have particularly preferences in ways to work?
- ✚ What skills, activities or processes seem to be working?
- ✚ Can we do more of these in supporting learning?



Co-occurring learning needs, challenges and strengths.



Paradigm for teaching for all



The ten frameworks for inclusive teaching and learning

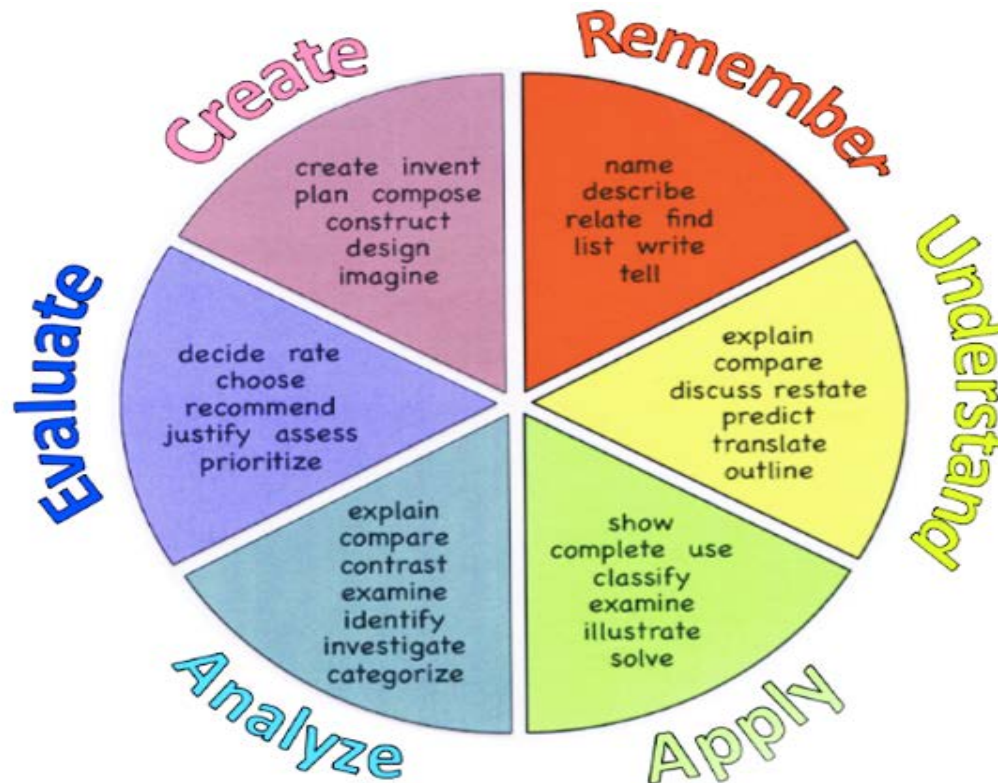
1. Celebrate diversity
2. Remove clutter
3. Achievable - agreed learning outcomes
4. Scaffold teaching and learning
5. Differentiation
6. Access and engagement in learning
7. Start and link from what is known
8. Use multi-sensory approaches
9. Encourage the learner's voice
10. Assessment for learning approaches



My drawing, your drawing – an inclusive practice activity



Bloom's Taxonomy Today



It's not what we think but how we think!

Traditional classroom approaches may not connect with neurodiverse learners

In understanding neuro-diversity we recognise cognitive differences as part of a natural spectrum of 'ways of thinking' that are unique and should be educationally and socially celebrated.

Neurodiversity:

The Spice of Life!

by Raym

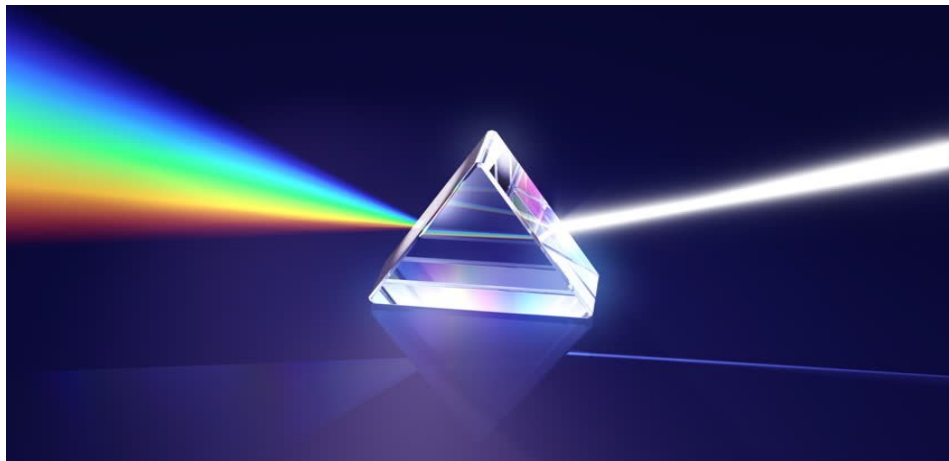


Which image best reflects the concept of neurodiversity?



Neurodiverse

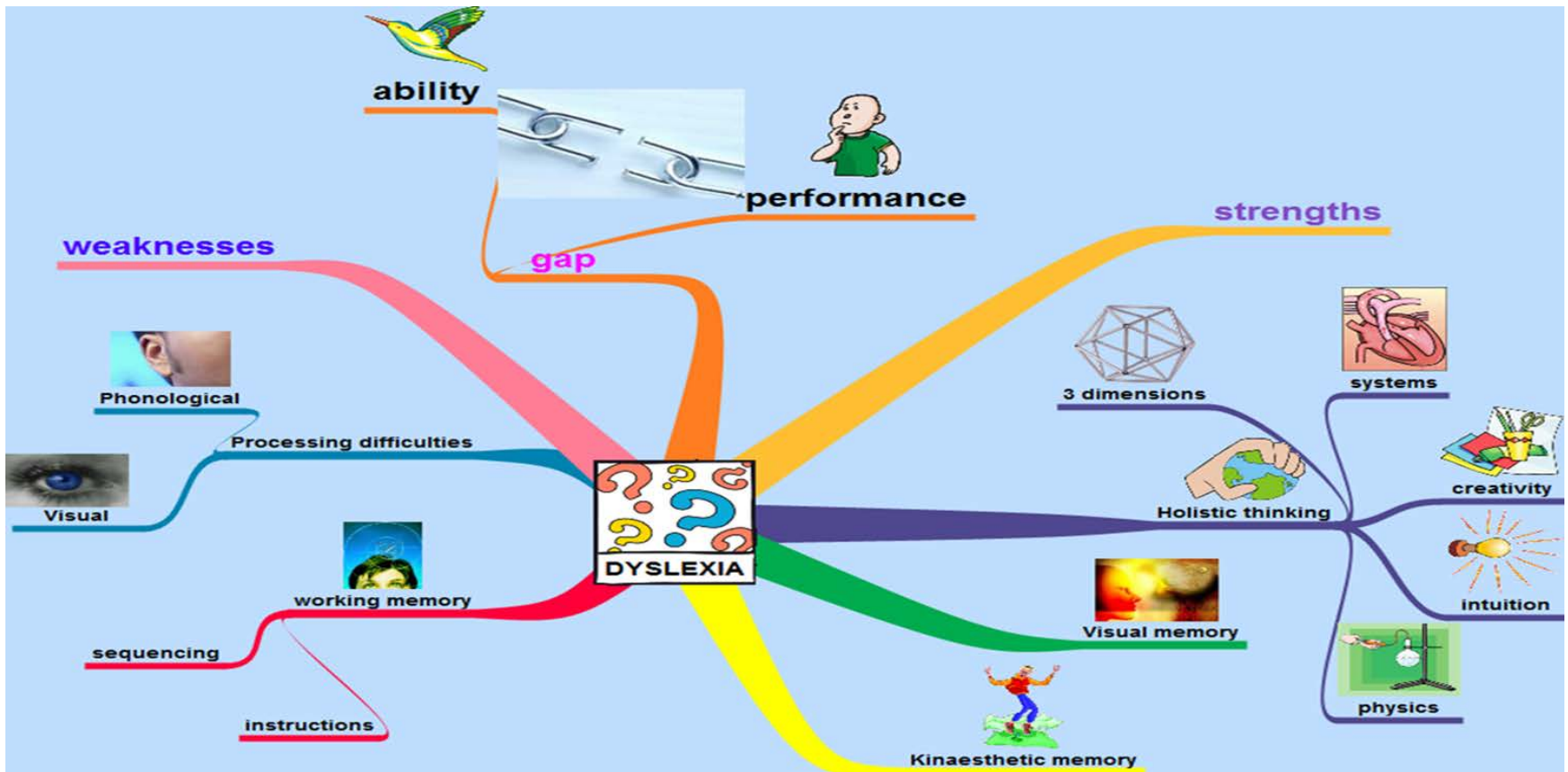
Neurotypical



language motor skills
executive function
sensory perception

Working to strengths based approaches

It's less about **who** we are teaching and more about **what** and **how** we are teaching.....



Differentiation

- *Many ways*

Differentiation by tasks or activities

Differentiation by extension

Differentiation by dialogue

Differentiation by culture
and values

Differentiation by
intervention

Differentiation by pace

Differentiation by classroom groupings and classroom interactions

Learner responses through a variety of options - multisensory approaches

Differentiation by support

Differentiation by outcomes

Differentiation by content

Differentiation by classroom
resources

Differentiation by graded resources

Differentiation by assessment



**Key
issues**

Differentiation

- *Many ways*



Using what we do already

interactive writing e-books audio/visual narration
photos podcasts taking/organisers
visual note mind maps kineasthetic activities
drama/puppets video maps
Simulation role play
story telling



What differentiation is not....

Differentiation



**specifically individual
instruction and
separate lesson plans**

**chaotic, unplanned
and unfocussed
learning with no clear
learning outcomes**

**just for
under -
achieving
learners**

**A way of
working with
special
educational
needs**

**Simplification of
content or tasks**

**Different standards
for different
learners**

What differentiation is....

Differentiation



Shaking up what goes on in the classroom



Multiple options for learners taking in information, making sense of ideas, and expressing what they learn.



Dual, multilingual and collaborative approaches

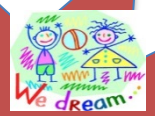


A blend of individual, group and whole class learning

Multi-sensory approaches and meaning driven approaches



High aspirations and high interest learning



Design your school holiday camp



Download from [teachingforrecess.com](https://www.pinterest.com/teachingforrecess/)



NATURE ACTIVITIES FOR KIDS
INSPIRED BY BLOSSOMING SOULS

- FIND A "SIT SPOT"
- BUILD A SANDCASTLE
- GAZE AT THE CLOUDS
- MAKE LEAF PRINTS
- NATURE TIC TAC TOE
- FREE PLAY
- SWING
- FLY A KITE
- MAKE A SPLASH
- MAKE JAM
- PICNICS
- GARDEN YOGA
- MAKE A BIRD FEEDER
- READ UNDER A TREE
- GROW A GARDEN
- CREATE A FAIRY GARDEN
- WEAVE WITH NATURE
- PLAY HIDE & SEEK
- OBSERVE A BUG

for TANIA @kwiens62

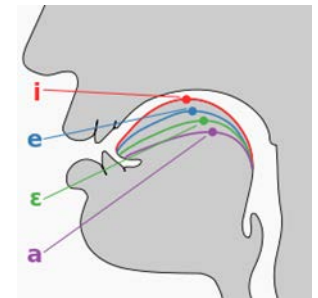
WE COULD NEVER HAVE LOVED THE EARTH SO WELL IF WE HAD NO CHILDHOOD IN IT
George Elliot

Colour coded sentence making



Good Sentences...

- are always a **complete** thought.
- come to life with **action**, verbs.
- include **descriptive** adjectives and adverbs.
- vary** in length, use **specific** nouns.
- use **correct** grammar and punctuation.
- begin in a **variety** of ways.
- get **straight** to the point.
- sound and **flow** like natural speech.
- paint a **picture** in the reader's mind.



verb
adverb
noun
pronoun
adjective
vowel
consonant



Colour coded sentence making

The blue laughing cat sleeps happily as the dog eats her lunch under the bed

Articles

Adjectives

Nouns

Verbs

Prepositions

Adverbs

Colour coded sentence making

The blue laughing cat sleeps happily as
the dog eats her lunch under the bed

Under the cat the laughing blue bed happily
sleeps as her dog eats the lunch

Laughing, the blue dog sleeps under her
lunch as the cat happily eats the bed

A multi-sensory activity – my story, your story



‘Approaches to special educational needs and inclusive learning’ course

Understanding Special Educational Needs – introduction

Engaging with Special Educational Needs

- Special Educational Needs Portfolio
- Introduction to Special Educational Needs
- Dyspraxia
- Visual, Hearing and Physical Impairment
- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorder
- Dyslexia
- Gifted and Talented Learners
- Inclusive assessment approaches
- Speech and Language Difficulties
- Social, Emotional and Behavioural Difficulties
- Multicultural Influences and the Impact on Learning Difficulties



[Free starter module:](http://bit.ly/2jC80VJ)
<http://bit.ly/2jC80VJ>

[Information on course](http://bit.ly/2jTUUWW)
<http://bit.ly/2jTUUWW>

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<http://ipsen.iatefl.org/>

Unlocking (or unleashing!) language learning potential in all our learners

“When a flower doesn't bloom, you fix the environment in which it grows, not the flower.”

Alexander den Heijer



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@oscartomislav

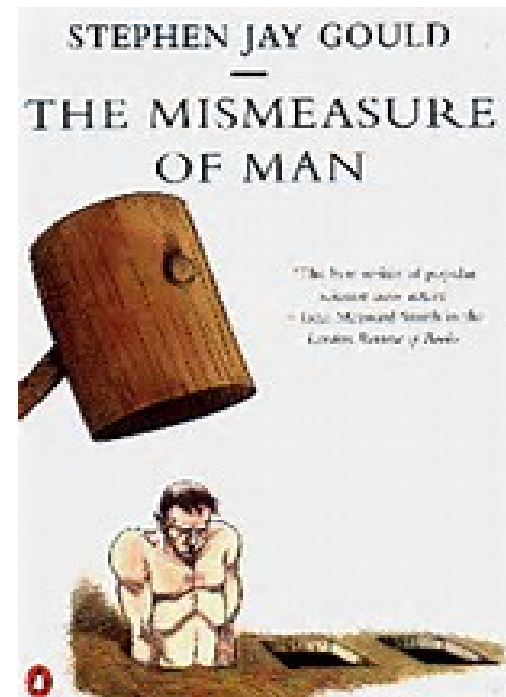
<https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/using-inclusive-practices>

The Mismeasure of man

We pass through this world but once.
Few tragedies can be more extensive
than the stunting of life, few injustices
deeper than the denial of an opportunity
to strive or even hope, by *a limit imposed
from without, but falsely identified as
lying within*

Stephen Jay Gould

“The Mismeasure of man” - 1981



A Final thought

A woman dreamed she walked into a brand-new shop in the marketplace

“What do you sell here?” she asked

“Everything your heart desires”, was the reply

Hardly daring to believe what she was hearing the woman decided to ask for the best things a human being could wish for

“I want peace of mind and love and happiness and wisdom and freedom from fear,” she said. Then as an afterthought, she added,

“Not just for me. For everyone on earth.”

The salesperson smiled, “I think you’ve got me wrong, my dear,”

“We don’t sell fruits here. Only seeds.”